**Performance Assessment**

Evaluating websites

1. Context – This assessment could be used with students from 8th grade on

up through college.

a. Evaluating information is a skill that students will need throughout their lives.

b. It can be used in almost any subject area and the purpose is to be able to recognize both good and bad resources.

c. The standards and objectives that it relates to are: Common Core State Standards: ELA: Writing Standards: 7. Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Writing Standard 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

2. Essential Questions:

How do you tell the difference between good resources and bad resources?

How do you know wether or not to trust the information you are looking at?

3. GRASPS Task Design Prompts

a. Goal

i. Your task is to determine if the information contained in a website is trustworthy and reliable by using the CRAAP test.

ii. The goal is to weed out sites that have false, misleading, and inferior information and recognize those that are of high quality.

b. Role

i. Your job is to use the criteria you have been given to analyze each site and decide wether or not to use it in your research.

c. Audience

i. You need to convince me that the sites you choose meet the criteria that has been specified.

d. Situation

i. The challenge is to stick to the guidelines and analyze the information that is in front of you.

e. Product, Performance, and Purpose

i. You will complete a checklist to evaluate each website and provide reasoning as to why you chose to use the site including the best features of the site and what it adds to your research.

f. Standards and Criteria for Success

Your work will be judged by your ability to use the prescribed criteria to analyze each website you access.

4. Information is everywhere, but is it all trustworthy, of high quality, and worthy of use in your research? How do you know? What sets high quality information apart from inferior or misleading data? How do you sort out the CRAAP from the credible?

Your job will be to use the information we have been going over concerning

the following variables: currency, reliability, authority, accuracy, and

purpose to analyze sites that you find on a particular health issue that is

interesting to you. The websites you choose to use should meet all of the

criteria on the checklist you are given and you must write a paragraph to

defend each choice that highlights the sites best features and why this helps

with your research. You will need five websites to complete your project;

complete a checklist for each site you decide to include. Submit lists as an

attachment to instructor's email.

5. Performance Assessment Plan

The assessment should be able to be completed during two fifty-minute class

periods. An additional class period can be allotted to accommodate students with

less computer proficiency, or these students could be partnered with a buddy

who is computer savvy. The additional class period can also be used for peer

conferencing (see below).

Students should complete this assessment individually. However, after initial

grading, the students should be allowed to partner with a peer for corrections to

their original work; especially the reasoning portion.

Each student will need the use of a computer to complete the assignment.

Students should be familiar with searching strategies before attempting this

lesson so a session with the media specialist should be set up for that if it has not

already occurred.

6. Scoring Guide. See Attached.

7. a. Description of technology student will use and how it will enable assessment

of their performance.

Each student will need a computer to complete their website evaluation. The

key to this lesson is that there is an enormous amount of information

available on the internet and students must learn to sort and filter…they

need to be aware that all information is not equal. That is why this lesson

focuses on the Internet.

b. Thought process.

I have used this website evaluation lesson before but I never designed an

assessment for it. I tried to think of an assessment that would directly match

what the students where going to be taught. I used a combined method

because I really wanted to make sure I was accessing student's analyzation

skills; thus the checklist and the written response. My grade for them is in a

similar format; a checklist with comments and an opportunity for peer

feedback. The students are using most of the six facets of understanding as

they analyze each site for the criteria mentioned and as they defend their

positions.

c. I would need to try this assessment to see the answers that I got back before I could tell how successful it would be. The lesson itself has gone well and I

have noticed that many of the students refer to the original worksheet that I

give them which describes in depth each criteria that they are looking for. So

they are already self-assessing without me doing anything. I think this

assessment would help students really focus on what was good and why they

would want to use (or not use) the information in front of them.

Scoring Checklist:

Student analyzed all resources for:

y n

Currency ❐ ❐

Reliability ❐ ❐

Authority ❐ ❐

Accuracy ❐ ❐

Purpose ❐ ❐

Student wrote a paragraph to defend each resource which highlighted the sites best features and specified how that resource would be valuable to their research.

y n

Resource #1 ❐ ❐

Resource #2 ❐ ❐

Resource #3 ❐ ❐

Resource #4 ❐ ❐

Resource #5 ❐ ❐

Teacher comments:

**Students Scoring Checklist:**

Website # 1 url:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Currency: y n

❐ ❐

Reliability: y n

❐ ❐

Authority: y n

❐ ❐

Accuracy: y n

❐ ❐

Purpose y n

❐ ❐

Reasoning:

What are the best features of this site (use above criteria to help explain)?

What does this site add to your overall research?